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AUTHOR Jamner, Jacques P.
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ABSTRACT

This practicum had six objectives: (1) to increase the training skills of exceptional teachers to enable them to mainstream students more successfully; (2) to increase the number of emotionally handicapped students placed in mainstream classes in elementary and middle schools; (3) to increase the number of mainstream classes attended by the emotionally disabled students; (4) to increase the duration of the placement for the emotionally disabled students; (5) to improve the attitudes of the regular education teacher towards accepting the emotionally disabled students; and (6) to improve the social skills of emotionally disabled students for increased peer acceptance. Strategies included the use of behavior management and social skills training of both regular and special education teachers, social skills training of students, peer tutoring, and an incentive program for both the students and their teachers. Special education teachers consulted with the regular education teachers to assist them with the mainstreaming process and maintenance. Outcomes of the practicum were positive. The level of teacher training skills increased, the regular education teachers' attitudes toward accepting the emotionally disabled students improved, and 22 of 27 students were able to increase the number of mainstream classes they attended. Appendices contain various check lists and forms and a social skills training package which uses "circle time" to teach social skills in a nonthreatening manner. (Approximately 40 references) (JDD)

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Increasing the Number of Emotionally Disabled Students in Mainstream Classes in Elementary and Middle Schools Through a Teacher-Student Cooperative Model

by

Jacques P. Jamner

Cluster 34

A Practicum II Report Presented to the Ed.D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1992

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier : James Woodward
Dr. James Woodward

Supervising Psychologist
Title

2112 S. Congress Ave Suite 200
Address
West Palm Beach, Fl 33406

2-6-92
Date

This practicum report was submitted by Jacques P. Jamner under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved Mary Ellen Sapp

3-13-92
Date of Final Approval of Report

Mary Ellen Sapp, Ph.D.
Advisor

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TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL PAGE	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	iv
LIST OF FIGURES	v
LIST OF TABLES	v
ABSTRACT	vi
Chapter	
I INTRODUCTION	
Description of Work Setting and Community	1
Writer's Role	5
II STUDY OF THE PROBLEM	
Problem Description	8
Problem Documentation	9
Causative Analysis	10
Relationship of the Problem to the Literature	12
III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	
Goals and Expectations	16
Behavioral Objectives	16
Measurement of Objectives	17
IV SOLUTION STRATEGY	
Discussion and Evaluation of Solutions	22
Description of Selected Solution	26
Report of Action Taken	30
V RESULTS, DISCUSSION AND RECOMMENDATIONS	
Results	35
Discussion	39
Recommendations	47
Dissemination	48
REFERENCES	49

APPENDICES Page

A	BEHAVIOR TRAINING CHECKLIST	57
B	MAINSTREAM MONITOR FORM	59
B	MAINSTREAM PLACEMENT FORM	59
C	TEACHER/STUDENT ATTITUDE SURVEY	61
D	MAINSTREAM SOCIAL SKILLS COMPETENCY CHECKLIST	64
E	BEHAVIOR MANAGEMENT TRAINING PACKAGE ...	66

LIST OF FIGURES

Figures

1	TEACHER BEHAVIOR TRAINING CHECKLIST PERFORMANCE	77
2	MAINSTREAM CLASS PROGRESS	78
3	TEACHER/STUDENT ATTITUDE	79
4	SOCIAL SKILLS COMPETENCY	80

LIST OF TABLES

Table

1	ATTENDANCE IN MAINSTREAM CLASSES ...	6
2	MAINSTREAM PLACEMENT CHANGE	37

ABSTRACT

Increasing the Number of Emotionally Disabled Students in Mainstream Classes in Elementary and Middle School Through a Teacher-Student Cooperative Model. Jamner, Jacques P., 1992: Practicum II Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptors: Staff Management/ Emotionally Disabled/ Mainstreaming/ Teacher Attitudes/ Social Skills/ Consultative Services/ Peer Tutoring.

This practicum was designed to increase the number of emotionally disabled students placed in the mainstream in selected elementary and middle schools. Strategies included the use of behavior management and social skills training of both regular and special education teachers, social skills training of students, peer-tutoring, and an incentive program for both the students and their teachers. Students received 45 minutes of social skills training each week for 36 weeks. The special education teachers consulted with the regular education teachers to assist them with the mainstreaming process and maintenance.

This practicum had six objectives: (1) to increase the training skills of exceptional teachers to enable them to mainstream students more successfully; (2) to increase the number of emotionally handicapped students placed in mainstream classes; (3) to increase the number of mainstream classes attended by the emotionally disabled students; (4) to increase the duration of the placement for the emotionally disabled students; (5) to improve the attitude of the regular education teacher towards accepting the emotionally disabled student; and (6) to improve the social skills of the emotionally disabled students for increased peer acceptance.

Outcomes of this practicum were positive. All objectives were met. The level of teacher training skills increased, the regular education teachers' attitudes towards accepting the emotionally disabled students improved. Twenty-two out of the 27 students were able to increase the number of mainstream classes they attended. These same students were also able to maintain their mainstream placements for the duration of the practicum.

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The school district in which this practicum took place has become an integral part of the community by becoming one of its largest employers. Presently, there are over 110,000 students in attendance at over 115 elementary, middle and high schools. Of these 115 schools, several are trade schools and exceptional education centers. These centers are schools which are designed to provide education for either the severely mentally or emotionally disabled. Due to the severity of the disability, providing an education in a regular school would not be appropriate. The specific locations for the practicum were two elementary and two middle schools. The two elementary schools have a combined total of five classrooms which serve the emotionally disabled. The two middle schools each had three classrooms for the emotionally disabled. Within the elementary school setting, the students are placed in self-contained classrooms. These classrooms are arranged not by grade level but labeled either as primary or intermediate units for the

emotionally disabled. Generally, grades one through three are considered the primary units, with grades four through six labeled as intermediate units. The middle school emotionally disabled program has one classroom which is self-contained in one middle school with the remaining five classrooms being departmentalized. The departmentalized system allows the students to change classes with the teachers of the emotionally disabled being assigned specific subjects areas of instruction. Students who were placed in mainstream classes were placed in a same-grade class. These schools served the emotionally disabled student population for the western-most region of the community.

The practicum was conducted within a large county school district in the southeastern United States. This county is comprised of mixed socioeconomic backgrounds with residents of high socioeconomic and very low socioeconomic means. Much of this diversity is due to the highly transient makeup of the county. A significant proportion of this population had left the congested and often economically depressed cities of the north, hoping to secure an improved future in this area. The county is diverse in several major industries, primarily service provision with a mixture of professional to unskilled labor employment opportunities. In addition, there is a large influx to this county from several sources such as people from the southern most region of the state moving north and immigrants from other

countries. This variety of immigrants adds to the great cultural diversity found in this county. This county has a significant international influence in many respects.

This diversity has created, and is constantly stimulating, new growth in culture, in housing, and in resources. In addition to the long-term immigration to this county there is also a large short-term migration due to vacationers which adds to the financial prosperity of the county.

The influx in population may contribute somewhat to conflicts in the mainstream philosophy in the schools. Procedural implementation at times is questioned, leading to the inconsistent mainstreaming of emotionally disabled students. The various educational backgrounds and philosophies of educators regarding the education of the disabled is an integral part of this practicum.

Practicum Sites

The special and regular education teachers at the four schools participating in the practicum were as diverse as the student population and the surrounding county. The teachers are either certified in the areas of emotionally disabled, varying exceptionalities, or are in the process of obtaining their certification. Many of these teachers have been in the school system for several years, with an average

of over ten years of teaching experience. The four special education teachers participating in this practicum have taught emotionally disabled students for an average of five years. The county's diversity has an effect on the diversity of the background and training of those teachers. Many of these teachers are highly educated, holding masters and specialist degrees. The teachers at the schools, regardless of their level of education, consider themselves professional, holding the performance of their job responsibilities in highest regard. The schools rely heavily on support staff from the district office in order to provide technical assistance when necessary. Support staff positions include specialists for every exceptionality. These specialists also provide technical assistance in the area of curriculum, teacher training, and program issues.

The relationship between the schools and the district support staff is considered excellent, with communication and cooperation providing the tools for success. The teacher/student ratio for the emotionally disabled is approximately 4 to 1, with each classroom having one assistant teacher assigned.

Twenty-seven emotionally disabled, 38 regular education students (peer tutors), four teachers of the emotionally disabled, and 38 regular education teachers participated in this practicum. The total number of emotionally disabled students in all four schools was 97

(see Table 1). The two elementary schools had five classrooms with a total of 36 students, and the two middle schools had six classrooms with 61 students in attendance. Of the eleven special education teachers in the four schools, four participated in the practicum.

Writer's Role

The writer is a behavior management specialist at the district level for the special education department of the school system. He provides specific technical assistance in behavior management techniques to the schools. Responsibilities include the designing, implementing and inservice training of teachers, classroom and school-wide behavior management programs. In addition, the writer's role includes conducting teacher workshops, designing district programs and serving as a permanent member of the child study teams of the various schools. These teams meet in order to decide the placement of children identified for requiring special services.

At the four practicum sites, the writer is responsible for providing technical assistance to those schools upon the request of its administration. The district has a referral process in which schools may request the services of district personnel. When the referral is received the writer conducts observations, with the end result being the

Table 1

Attendance in Mainstream Classes

	School	# of Classes	# of Students
1.	Elementary A	3	20
2.	Elementary B	2	16
3.	Middle A	3	30
4.	Middle B	3	31
Total		11	97

development of a behavior management system for either individual students or classrooms. In addition, the writer might be called upon to conduct behavior management workshops for the staff. Depending upon the needs of the school, the writer is also a member of the school's child study team. During these meetings, decisions are made about the placement and programmatic needs of the students discussed.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem addressed was the need to improve the adequacy and consistency in mainstreaming emotionally disabled students to enable them to be successful. When students were given the opportunity to receive a mainstream class, these placements did not usually last for more than several weeks to months. The students often fail during the transition process and are then recommended to be returned to their special education class. Once students are placed in classes for the emotionally disabled, they often remain there through high school. The notion of least restrictive environment and mainstreaming has become a mere concept and is not always the practice. Students who have been placed in mainstream classes are often done so with little or no technical support for that placement. In compliance with P.L. 94-142, there is an annual review of the case and a re-evaluation of the student is completed every three years. Many of these students continue the same pattern of behaviors which caused their initial placement.

Briefly stated then, the problem addressed was the need to improve the adequacy and consistency in mainstreaming emotionally disabled students to enable them to be successful.

Problem Documentation

According to an initial review of the files in four schools which have more than one class for the emotionally disabled, only 20 out of 97 students were attending any mainstream classes. Of these students, only 14 had more than one mainstream class. Often due to severe behavior problems, discipline problems, or an inability to integrate with their same-aged peers, these students lose their mainstream class. The school's child study team must return the student to their exceptional class for that class period. In addition, the student's academic progress remains at a standstill because of behavior problems. The student falls farther and farther behind his same-aged peers academically. The emphasis is on behavioral remediation with academic progression taking second place.

According to student records obtained from individual schools, only 17 out of the 97 students who had been mainstreamed were able to maintain their regular education class. Often these students are successful after repeated attempts at finding the appropriate class and teacher.

Causation Analysis

There appear to be several contributing factors which might be preventing the emotionally disabled students from receiving mainstream classes and being able to maintain those placements.

First, there appears to be a need to improve the adequacy of training for the exceptional student education teachers to enable them to more effectively prepare their students for their mainstream classes. Without the necessary transition skills, the students would likely fail during the process. Specific behavioral techniques need to be implemented by the special education teachers to prepare their students for mainstreaming. These teachers require training to learn these behavioral techniques. The second factor appears to be a need to improve the level of motivation on the part of the emotionally disabled students to obtain and to maintain the mainstream placement. Many students either do not want to be mainstreamed or do not appear to care if their mainstream class or classes are withdrawn.

The third factor appears to be a need to improve the level of motivation on the part of the regular education teachers for the successful placement of their exceptional students in their mainstream classes. Many regular education

teachers either do not want the special education students in their class or show no vested interest in that student's success.

A fourth factor might be a need of additional support for regular education teachers to enable them to maintain the exceptional student in the regular education placement. Often the students are placed in their classes with little prior knowledge of the students' individual problems or of the techniques which might be utilized to maintain the placement.

A fifth factor might be a need to improve the amount of social skills training received by the emotionally disabled students to adequately integrate them with the mainstream population. Often these students are not accepted either by their new teachers or by their peers. They lack the necessary social skills which enable them to better integrate with this larger population.

The final possible factor appears to be a lack of support for the emotionally disabled students to maintain their mainstream classes. Often the disabled students are placed in their new mainstream class with little technical support from either their home class or teacher. If they do well in their new placement they might receive some form of reward, but problems are usually met with withdrawal from that particular class.

In the specific setting in which the practicum was

implemented, the identified reasons for a need to improve the consistency and adequacy of the placement for the emotionally disabled were a) a need for training the teachers of the emotionally disabled and regular school population in the transition process of mainstreaming; b) a need for support for the emotionally disabled student to maintain the mainstream placement; c) a need for increased motivation for the emotionally disabled student to maintain their mainstream classes; d) a need to improve the social skills of the emotionally disabled student to gain acceptance and integrate with his same-aged peers, and e) a need for support for the regular education teacher in maintaining the placement.

Relation of the Problem to the Literature

A review of the literature reveals that there are several problems which have caused emotionally disabled students to be excluded from mainstream classes. These reasons include the lack of adequate preparation for the student to be prepared for the regular education classroom, the lack of teacher training for both the regular and special education teachers, the lack of adequate social skills for the exceptional student, and the lack of communication between the regular and special education departments.

The literature has shown that there is a significant amount of resistance on the part of the regular education departments in accepting and maintaining exceptional students in mainstream classes. Reasons cited include insufficient communication between special and regular education teachers (Panko, 1984); a lack of adequate integration of special education students with the regular education population (Munroe, 1982; Roberts, Pratt, & Leach, 1991); and inadequate curriculum adaptation for the special education student (Aksamit, 1981) which would increase the number of emotionally disabled students who are successful in the mainstream.

A lack of adequate communication between the regular and special education teachers (Hauptman, 1983; Panko, 1983) is considered to be a major obstacle in the mainstreaming process. In order for the student to be successful in the transition process between special and regular education classes, there must be adequate and consistent communication and collaboration between the regular and special education departments. A factor in this poor communication is the observed lack of teaching behaviors for the regular education teacher in supporting the mainstream placement (Lapidus, 1980; Munroe, 1982). It appears that the special education teachers have not been adequately trained in the techniques developed for a successful transition process (Baker & Zigmond, 1990;

Levine, 1988; Paterson & Whitmore, 1980). The special education teachers are given the task of preparing their students for success in their mainstream classes, but are not given the proper techniques or procedures to achieve this goal. According to Fradd, Krammer, & Marquez-Chisholm (1987), the teachers accepted the responsibilities and planning involved in the successful mainstreaming of children, but did not always carry it out. Special education teachers, even with the knowledge of behavior techniques in mainstreaming, would not disseminate this information to the regular teachers. This process is not presently in practice. The attitude of the mainstream teacher is also an important variable to consider, according to Cooper (1990). If the mainstream teacher is unwilling to accept the student in her class, success is unlikely.

Aksamit (1981) reported a lack of adequate curriculum integration for the mainstream classes to facilitate a smoother transition between the special education class and the regular education class. The special education student often requires the adaptation of the regular curriculum during the initial transition period. These students often fail in the transition process because of this lack of adaptation.

Several researchers reported a lack of social skills training for the emotionally disabled students in order for them to be successful while integrating with the regular

education population (Langa, 1979; Braaten, 1980; Polirstok, 1987). Social skills and peer relations play an important role in the successful mainstreaming for the emotionally disabled student (Slavin, 1987; Slavin, 1990; Stevens & Slavin, 1991; Tateyama-Sniezek, 1990). When comparing disabled children with their peers, the disabled child appears to be more socially rejected, to display more social isolation, to demand more teacher attention, and to receive more negative attention because of their behaviors (Burnstein, 1986; Honig & McCarron, 1988; Knapczyk, 1988; Novak, Olley, & Kearney, 1980; White, 1980). According to a study by Hundert & Houghton (1992), a social skills program increased positive play, positive teacher interaction, and increased the level of reinforcement for both the teacher and the students. Plienis, Hansen, & Ford (1987) found that small group training of social skills was an effect means of improving peer interaction and reduce socially unacceptable behaviors.

These skills are as important as those necessary for academic success. The emotionally disabled often fail in the transition process because of a lack of acceptance by their same-aged peers. The emotionally disabled student lacks the social skills required for this acceptance.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goals of this practicum were to increase the number of emotionally disabled students placed in mainstream classes, and to increase the duration or maintenance of these placements.

Behavioral Objectives

1. To increase the training skills of the exceptional student education teachers to enable them to better prepare their students for regular education placements.

2. To increase the number of emotionally disabled students being placed in a mainstream classroom.

3. To increase the number of mainstream classes attended by each of the targeted students.

4. To increase the length of time the emotionally disabled students are able to maintain their mainstream placements.

5. To improve the attitude of the regular education teacher in receiving and maintaining these exceptional student placements.

6. To improve the social skills for the emotionally disabled students so that they could integrate more effectively with the regular education population.

Measurement of Objectives

Objective 1. All five of the teachers will exhibit 75% of the behaviors on the checklist 5 out of 5 days a week. Each observation session will last no longer than 15 minutes twice each week. The observer will check for the presence of or absence of specific teacher behaviors related to the reinforcement of specific student behaviors. The number of behaviors observed will be recorded on the Behavior Training Checklist (see Appendix A). A percentage score will determined upon the conclusion of each observation period. Examples of these specific behaviors include: reinforcement of in-seat behavior, teacher praise for task completion, and teacher feedback to student. During the last two weeks of

practicum implementation, observations will be conducted each day of that week.

Objective 2. The number of emotionally disabled student placements in the mainstream classes will be increased by 25% as compared to baseline measures. The number and dates of placement in mainstream classes will be recorded prior to practicum implementation with these records monitored on a weekly basis. The dates and length of mainstream class placements will be monitored on a Mainstream Monitor Form (see Appendix B). A final monitoring of the student's IEP will be conducted during the final week of practicum implementation. At the conclusion of the practicum, the total number of minutes in the mainstream will be calculated for each of the 27 students participating. The amount of time increased or decreased in the mainstream will be determined by comparing premeasures and postmeasures.

Objective 3. The number of mainstream classes attended by each of the 27 emotionally disabled students will be increased by 25%. The dates and length of the mainstream placements will be monitored on a Mainstream Monitor Form (see Appendix B). A final monitor of the student's IEP will be conducted during the final week of practicum implementation. At the conclusion of the practicum, the

total number of minutes in the mainstream will be calculated for each of the 27 students participating. The amount of time increased or decreased in the mainstream will be determined by comparing premeasures and postmeasures.

Objective 4. The duration of the emotionally disabled students' placements will be increased by 40% as compared to baseline measures. The targeted students' IEPs will be monitored prior to practicum implementation in order to obtain the baseline measures. These records will be monitored on a weekly basis with the final monitoring occurring at the last week of the practicum, using the Mainstream Placement Form (see Appendix B). At the conclusion of the practicum, the total number of minutes in the mainstream will be calculated for each of the 27 students participating. The amount of time increased or decreased in the mainstream will be determined by comparing premeasures and postmeasures.

Objective 5. The expected standard of performance will be achieved if the number of statements measuring satisfaction and attitudes by self-report increases by 30% when compared to baseline measures before and after the practicum. The survey was developed by the writer who considered numerous student behaviors which appear to be necessary for successful mainstreaming. The mainstream

teachers will respond to a satisfaction survey, Teacher/Student Attitude Survey (see Appendix C) prior to practicum implementation to gain a measure of their attitudes toward the emotionally disabled students in their classes or in their school. This survey will also be repeated two weeks after a student is placed in their mainstream class. At the conclusion of the practicum, a postimplementation survey will be completed by the same teachers. A percentage score will be determined from the scores obtained on the survey. For the 20 items on the survey, the highest possible score will be 100%. The higher the percentage score, the higher the degree of satisfaction. The differences between the scores on the preimplementation and postimplementation survey will be compared.

Objective 6. The expected standard of performance will be achieved if there is an observed 30% increase in the level of social skills during the final observation week as compared to the baseline measures before practicum implementation. Observations within the classroom setting will be conducted twice each week for observation intervals of 30 minutes. The observer will complete a Mainstream Social Skills Competency Checklist (see Appendix D) during each walk-through prior to, during, and at the completion of practicum implementation. The checklist was developed by the writer. The identified items on the checklist included

behaviors which have been recorded as reasons for mainstream success. The checklist includes items of behavior which in the opinion of the writer have been targeted as the cornerstone behaviors for the successful transition and acceptance with the regular education population. Examples of items on the checklist include student was able to accept criticism, was able to work with peers and was able to praise his teacher. There are 15 items on the checklist to be rated as present or absent by the observer. A percentage score will be determined.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The problem addressed was the need to improve the adequacy and consistency in mainstreaming emotionally disabled students to enable them to be successful. Attempting to improve the rate and duration of mainstreaming for the emotionally handicapped student has been cited as a concern in the literature. The emotionally disabled student often fails or is not given an adequate or consistent opportunity to succeed in the mainstream.

Numerous possible solution strategies have been cited in the literature. One possible solution might be peer tutoring for the mainstreamed student in order to assist the student in meeting the regular education academic requirements (Mercer & Denti, 1989; Pigott, Fantuzzo, & Clement, 1986; Semmel, 1980).

Constructive Interaction (Johnson & Johnson, 1980) demonstrated its effectiveness by teaching emotionally disabled students the necessary skills required to help them integrate better with the regular education population.

Cooperative learning has been used which pairs groups of low and high achievers together, in order to improve the peer interaction skills and academic progress of the low achiever (Slavin, 1987; Slavin, 1990; Stevens & Slavin, 1991; Tateyama-Sniezek, 1990).

Improved communication between the regular education and special education teachers as well as the sharing of behavioral techniques has been shown to benefit the successful mainstreaming of emotionally disabled students (Aksamit, 1981; Hauptman, 1983; Panko, 1984). Providing counseling for emotionally disabled students to help them adjust to the regular education students was successful according to Lister (1983). In addition to improved social skills, he reports a reduction in behavioral problems exhibited by the students.

Providing an alternative education program for students in order to mainstream them into society (Adams & Bielicki, 1982) was found to be an productive method, but did not assist the students in an integration with their regular education peers.

Adapting the curriculum for emotionally disabled students (Aksamit, 1981) included adjusting the requirements of completion and the methods of presentation, enabling the emotionally disabled students to be more successful in their mainstream classes.

Teacher inservice training to educate teachers in the

techniques found effective in maintaining a successful mainstream placement has been illustrated by Baker & Zigmond (1990); Cooper (1990); Levine (1988); Paterson & Whitmore (1980). Instructing teachers how to adapt their curriculum to meet the needs of their student as well as in behavioral methodology in the handling behavioral problems within the classroom has demonstrated promising results. Often the students were unable to succeed due to the mainstream teachers lack of attention to adaptation problems. Making the teachers familiar with these problems, along with methods of remediation appears to be an practical method of treatment (Cooper, 1990).

Social skills training for the emotionally disabled student has been demonstrated to be a highly successful method in the mainstreaming of emotionally disabled students. Teaching emotionally disabled students the necessary skills required to enable them to function with their same-aged peers is a key point. Social skills training gives the emotionally disabled student the opportunity to reintegrate socially with their classmates with a higher likelihood of success (Braaten, 1980; Fox & McNeil, 1987; Langa, 1979; Plienis, Hansen, & Ford, 1987). The students often fail to adapt to the requirements of their behavior with their "normal" same-aged peers. Behaviors which were acceptable within the special education setting were no longer tolerated within the regular education setting.

Computer assisted instruction has been used to improve student self-concept. This technique is used in order to teach and reinforce specific skills needed to improve the student level of competency in social skills and self-concept (Leles & Culliver, 1986). Self-evaluation of the student has been used in order to monitor program and behavioral progress. The student is given feedback in relation to the level of progress and behavioral change on a systematic basis as reported by Polirstok (1987).

It appears that using a combination of inservice training for both the regular education and special education teacher should be considered. Providing this training for these two groups of teachers in a combined manner would pave the way for cooperation between the teachers. Social skills training for both the teachers and the emotionally disabled students suggests a good combination for success. Providing peer tutoring for the emotionally disabled students by pairing them with a regular education peer would add support to the system. Pairing the teachers and students with their counterparts will provide a unified approach to the problem. Rewarding the teachers and the students for their success is a logical and well documented strategy which could only lead to greater progress.

Therefore, these strategies appear to be the logical choice for increasing the number of students obtaining and

remaining in the mainstream.

Description of Selected Solution

The strategies which were selected to increase the number of emotionally disabled students mainstreamed in regular education classes were documented as successful, according to the literature. It was the judgement of the writer that many of these strategies would be effective in addressing the problem within the county. The writer developed a cooperative model which included several different techniques.

The first strategy employed was the development and implementation of a social skills training program (see Attachment E) for the students targeted from the emotionally disabled program. The students took part in a structured social skills group which was given once each week in each of the selected classrooms. The groups targeted behaviors such as handling stress, criticism and anger or frustration. Each group was held for approximately 45 minutes within the special education classroom setting, with the writer acting as the facilitator and the teacher assisting. The teacher eventually took over the group after the writer had determined the capabilities of the teacher. During each group the students role-played specific skills such as the identification of acceptable alternatives to anger, the

acceptance the criticism of others, the delivery of praise to others, the management of stress, and the techniques for relaxation. The facilitator delivered feedback and gave suggestions to help the participants.

The second strategy used was the assignment of peer tutors for each of the emotionally disabled students. These students were paired or matched with regular education students from mainstream classes which they were assigned to attend. The mainstream student was given the opportunity to meet with the special education student within the special education setting to assist that student in the completion of specific assignments. Tutoring took place once to twice each week, depending on scheduling allowances. In addition, opportunity was given for the cooperative pair to meet during less structured times such as lunch, free-time, and special events. The emotionally disabled student will be given the opportunity to interact with regular education students with the guidance and support of his mentor and peer-tutor.

The third strategy was a series of teacher workshops which were offered to both the special education teachers and the regular education teachers. These workshops were given on either on a weekly basis during the teacher planning periods or during a two-day weekend period. The class consisted of 20 hours of behavioral techniques and 20 hours of social skills training methods which have been

found effective in the successful mainstreaming of emotionally disabled students. The behavioral techniques included: (a) modeling and shaping of behaviors; (b) reinforcing appropriate target behaviors (ie. raising hands, thanking teacher, handling negative behaviors); and (c) developing behavior management programs to motivate students academic progress. Teachers who attended these workshops received twenty inservice training points for each workshop. Points can be used towards their recertification requirements.

In addition to the training received during the workshops, consultative services were rendered on a weekly basis to all teachers. The writer scheduled 30 minute meetings with each of the teachers in order to monitor the progress of each of the participants. Any and all problems were discussed during these sessions. During these workshops, the special education teachers were instructed in the consultative model developed by the writer so that they could assist the mainstream teachers in the techniques which would help their students succeed in the mainstream. The consultative model incorporated meetings between the special and regular education teachers to discuss problem behaviors and solutions, to plan for academic success, to develop a means of consistent communication and feedback, and to develop management systems for the remediation of behavioral concerns. Meetings were organized once every two weeks to

discuss the progress of the students. These meetings took place during one of the scheduled consultative discussions.

The final strategy attempted to motivate both the student and teacher participants. Supervisory recognition was given to the teachers for the mainstreaming and successful maintenance of mainstream classes for their students. This recognition was furthered by the awarding of certificates of recognition given to both the special and regular education teachers during a special awards ceremony. The awards ceremony was scheduled upon the conclusion of the practicum. The cooperative pairs were also recognized for their accomplishments and received certificates of commendation. The emotionally disabled students were reinforced on a variable schedule for their success in their mainstream classes. Their special education teacher scheduled specific rewards contingent upon the maintenance of their students' mainstream classes.

Both the special and regular education teachers were given the opportunity to attend a behavior management workshop. These workshops taught them techniques found effective in increasing and maintaining mainstreaming for the emotionally disabled. The participants received inservice training points required for recertification. The teachers received supervisory recognition and support on a weekly basis for the progress of their students. Administrators, either enter the class or during teacher

planning periods, praised teachers for their success in mainstreaming their students. The students received rewards on a variable weekly basis for the success in their mainstream classes. Upon the conclusion of the practicum, all participants received either a certificate of appreciation (teachers) or a certificate of commendation (students).

As reported previously, all the procedures mentioned were part of a Cooperative Model which was designed by the writer. This cooperative model was based upon a cooperation between special education teachers and students with their regular education counterparts, increasing the probability for success. Cooperation has been deemed as a necessary part of any mainstreaming program.

Report of Action Taken

The practicum followed a specific calendar of events which was necessary in order to ensure success. During Week 1/Month 1, contacts were made with all the teachers and students who participated in the practicum. The individual education plan (IEP) of each student in the practicum was reviewed with the number of mainstream classes being attended, recorded on the Mainstream Placement Record (see Appendix B). This information was reviewed once each month during the course of the practicum implementation. Baseline

measures were obtained on the level of mainstream training behaviors (see Appendix A) during Week 1 and continued once each week for the duration of the practicum. The special education teachers were observed during 15-minute walk-throughs once per week. A checklist was used by the writer to observe and to record the presence or the absence of specific training behaviors. The regular education teachers were given the Teacher/Student Attitude Survey (see Appendix C) to complete during Month 1/Week 2.

During Month 2/Week 1 the teachers were given inservice training in behavior management techniques. This course was given during two Saturday workshops, which consisted of 16 hours of training and a four hour assignment. The assignment given was to develop a behavior management program to remediate a target behavior. The teachers were then required to implement their behavior management programs and to record the progress. Teachers received inservice training points which counted towards their recertification. Originally this workshop was scheduled during the regular school day, but because of a lack of staff development funds it was not possible to schedule it. These funds are required to pay for substitute teachers.

Finally, the teachers received instruction in social skills training program which was a 20-hour workshop also given during two consecutive weekends. The teachers received inservice training in specific behaviors which promotes

socialization for the emotionally disabled students in the mainstream. In addition, the teachers received inservice training in a social skills program which was created by the writer. The program included a circle time group orientation. The Circle Time Program (see Attachment E) consisted of the students working together with both the facilitator and a co-facilitator, who was the classroom teacher. A training tape was created by videotaping a session which was held at one of the elementary schools. The tape was created in order to demonstrate the group technique to both the teachers during the training workshop and for the students participating in the groups. The teachers were expected to implement the social skills group as outlined in the program. As part of the final exam of the training workshop, the teachers were expected to target behaviors which appeared to hinder the mainstream placement. These identified behaviors were then incorporated into the social skills activity program. The writer conducted one of these social skills group once per week for the students, each lasting 45 minutes the duration of the practicum. The teachers were expected to conduct at least one other these social skills group per week as well. A Mainstream Social Skills Competency Checklist (see Appendix D) was used in order to record the presence or absence of specific social behaviors taught within the group setting, within their special education class. These measures were obtained during

30-minute walk-throughs once or twice a week continuing throughout the practicum duration.

During the duration of the practicum, beginning with Week 2, students in the mainstream were paired with regular education students from their mainstream class. These peer tutors were invited to eat lunch together once each week and to join the special education class for parties during both the Thanksgiving and Christmas holidays. The special education teachers met with their students' mainstream teachers once each week for 30 minutes to maintain a consultative log required by the school district to obtain mainstream cost-factor funding. This requirement was independent of the practicum but took place as a result of the initiation of the practicum. When emotionally disabled students were given additional mainstream classes, additional pairs were organized.

At the conclusion of the practicum, an awards ceremony was conducted for both the special education and regular education teachers and students upon the conclusion of the practicum. The teachers and students were recognized for their participation and success in the mainstreaming of the special education student. Teachers received a certificate of appreciation, and students received a certificate of commendation. Each month the emotionally disabled students were rewarded with a party for successfully maintaining or for obtaining their mainstream class(es).

During the final week of practicum implementation, final measures were obtained in teacher training behaviors, and social skills exhibited by the students within their classroom setting. A posttest on the teacher/student attitudes (see Appendix C) was administered to and completed by all the mainstream teachers. All mainstream records were updated in order to determine the amount of time each emotionally disabled students were placed in mainstream classes.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

The problem addressed was the need to improve the adequacy and consistency in mainstreaming emotionally disabled students to enable them to be successful. The goals of this practicum were to increase the number of emotionally disabled students placed in mainstream classes, and to increase the duration or maintenance of these placements. The results which were obtained upon the conclusion of this practicum were favorable, with all six of the six objectives being met.

Objective 1. Teacher training skills of the four special education teachers at the two elementary and two middle schools will increase to 75% as measured by the Behavior Training checklist 5 out of 5 days a week. During month 1 the recorded level of performance was 37.5%; month 2 was 51%; month 3 was 73%; month 4 was 75%; month 5 was 77%; month 6 was 87%; month 7 was 85% and upon conclusion of the practicum was 85%. Therefore, objective 1 was met exceeding the objective of 75% (see Figure 1).

Objective 2. The number of emotionally disabled students being placed in mainstream classes was to be increased by 25% as compared to baseline measures. The number and dates of placement in mainstream classes were recorded prior to practicum implementation with these records monitored on a weekly basis. The amount of time in the mainstream prior to and upon completion of the practicum was recorded. A final monitor of the student's IEP was conducted during the final week of practicum implementation. According to baseline measures 14 students out of 27 received at least one mainstream class (See Table 2). Upon conclusion of the practicum, 23 out of the 27 students had at least one mainstream class. Nine students more students than anticipated were placed in a mainstream class which demonstrates an increase in students' placements of nearly 35%. Therefore, Objective 2 was met and surpassed the expectation.

Objective 3. The number of mainstream classes attended by each of the 27 emotionally disabled students will be increased by 25%. The dates and length of the mainstream placements will be monitored on a Mainstream Monitor Form each week. A final monitor of the student's IEP was conducted during the final week of practicum implementation. According to baseline measures the mean number of mainstream classes for the 27 students participating in the practicum was 1.8 classes. Upon the conclusion of the practicum the

Table 2

MAINSTREAM MONITOR FORM
MAINSTREAM PLACEMENT FORM

Student # -	# of Min.(Pre) - Placement	# of Min. (Post) - Termination	Change (+/-) Placement
1	0	150	+150
2	90	300	+210
3	90	150	+60
4	340	400	+60
5	340	340	0
6	90	150	+60
7	590	650	+60
8	90	150	+60
9	0	500	+500
10	250	1470	+1220
11	0	250	+250
12	500	1550	+1000
13	0	0	0
14	90	90	0
15	90	90	0
16	500	750	+250
17	0	500	+500
18	500	750	+250
19	500	750	+250
20	250	1000	+750
21	0	0	0
22	250	750	+500
23	0	300	+300
24	500	750	+250
25	250	300	+50
26	250	300	+50
27	750	1500	750
		Total Change=	+7,530

7,530 minutes in mainstream / 27 students = 278.8 minutes/student

mean number of mainstream classes for the same number of students was 3.6 (see Figure 2). Objective 3 was met. The mean number of mainstream classes increased by approximately 100% which exceeded the expectation.

Objective 4. The length of time the 27 emotionally disabled students are able to maintain their mainstream placements will be increased by 40%. All 27 students who participated in the practicum remained in their mainstream classes during the duration of the practicum regardless if the placement took place prior to or during practicum implementation. Objective 4 was met. The duration of the mainstream placement exceeded expectation with all students maintaining their mainstream class placements.

Objective 5. All 38 mainstream teachers at the four schools who participated in the practicum will increase their scores on the Teacher/Student Attitude Survey by 30% when pre- and post test scores were compared. Objective 5 was met. According to the baseline measures teachers demonstrated a 44.5% level of satisfaction with their emotionally disabled students in their mainstream classes. In order to meet the criteria of a 30% increase in teacher satisfaction the required level would have to exceed 57.9%. The level of teacher satisfaction reported by the mainstream teachers was 84.25%, which demonstrated an increase of approximately 90% (see Figure 3).

Objective 6. The social skills for the 27 emotionally disabled students will be increased by 30% as measured by a Mainstream Social Skills Competency Checklist. Initial scores on the checklist demonstrated 38% level of competency. In order to meet the expected criteria for success a score of 49% was required. Objective 6 was met. The emotionally disabled students scored an average of 83.5% on the checklist which surpassed expectation (see Figure 4).

In addition to the six measures obtained, a byproduct benefit was obtained. Teachers reported that the number of suspensions received by their students had decreased as a result of the practicum implementation. Of the 27 students who participated in the practicum, the mean number of suspension days for each student was 5.7 days. At the conclusion of the practicum, the mean number of suspension days for each student was reduced to 1.8 days. It should also be noted that several of these suspension days were due to smoking or being in possession of tobacco products. Reduction in behaviors which resulted in previous suspensions included the use of profanity, fighting, being disrespectful, and failing to comply.

Discussion

The results of this practicum are promising. Through the use of teacher inservice training, an increase in teacher training behaviors from 37.5% to 85% was observed.

The training behaviors were those targeted to be important for the successful mainstreaming of the disabled student. The teachers attended a 20-hour behavior management workshop which instructed them in the techniques used in the process of mainstreaming, individual educational plans, behavior management systems and improving their attitudes towards the mainstreaming process. The incentive for attending the workshop was receiving inservice points which could be used for recertification.

Increasing teacher skills by providing inservice training was reported successful by Levine (1988) & Paterson & Whitmore (1980). Cooper (1990) reported that a training model which stresses improving the teacher's attitude toward their special education student as well as intervention strategies can improve the success of mainstreaming. Levine (1988) reported on a model which was successful in mainstreaming special education students by improving the teacher's awareness of the difficulties of the mainstreaming process. This awareness of the student's difficulties and improvement of teacher's attitude was an integral part of the behavior management workshop implemented in this practicum.

According to the Teacher/Student Attitude Survey completed by the regular education teachers, there was an increase found in teachers' positive attitudes toward their special education student from a baseline measure of 44.5%

to 84.25%. This improvement in attitude might be a result of either the teacher's more realistic approach to the mainstream student or a combination of this and improvements in the level of social skills demonstrated by the mainstream students.

The special education teachers also received training in the circle-time social skills program which was developed by the writer. This program was developed in order for the teachers to effectively teach their students how to maintain positive peer and adult interactions. There were two purposes for the use of the social skills training program. The first was to increase the social skills for the emotionally disabled students, and to enhance their success in their mainstream class. The second purpose was to increase their awareness of the skill required for the disabled student to be successful in the mainstream. The teacher learned what skills the student needed to be successful in the mainstream. It also taught them an enhanced awareness of their students' lack of social skills. In addition to the training received by both the special and regular education teachers, the special education teacher meet regularly each week to discuss the progress of their students.

Improved teacher attitude toward accepting the emotionally disabled students through inservice training, supervisor recognition and administrative support has also

been found effective according to Panko (1984). If the students are going to succeed in their mainstream classes, their regular education teachers must be willing to accept these students. Often the regular teacher, being unfamiliar with the problems faced by the emotionally disabled students, are unwilling to make adaptations for these students. If the regular education instructor has a more positive outlook toward the student, it is hoped that the emotionally disabled student would be more successful. The teachers participating in the practicum received inservice instruction in social skills and mainstreaming application. They were instructed in the behaviors which needed to be reinforced in their special education students, as well as the development of more realistic expectations. This instruction might have been more beneficial for the regular education teachers in revising their demands on their mainstream students and improving their attitudes toward these students.

The consultative service which was provided by the writer as well as the peer teacher exchange was beneficial. The special education teachers reported greater cooperation with their regular education counterpart in dealing with problems during the practicum than prior to practicum implementation. Fuchs, Fuchs, & Bahr (1990) found similar positive results as a outcome of teaching special education teachers the art of consultation. The use of a mainstream

assistance team has been found effective both in the literature as well as in this practicum. The regular and special education teachers worked cooperatively as a team to mainstream the special education student in as many classes as deemed appropriate.

The level of social skills for the emotionally disabled student as measured by a Social Skills Competency Survey increased from a baseline level of 38% to 84% upon termination of the practicum. The 27 emotionally disabled students received social skills training as part of the circle-time group which was held once each week by the writer and once by their respective teacher. They also learned these skills by way of every day teacher instruction. The special education teachers were instructed on which behaviors to reinforce during their workshop in social skills.

Improvement of the emotionally disabled students' social skills in order to assist them in the integration into regular mainstream classes has been cited as a major problem area. (Braaten, 1980; Fox & McNeil, 1987; Langa, 1979; Monroe, 1982; Polirstok, 1987). Vaughn and Lancelotta (1990) found that a social skills training program for low-social-status students improved the students' peer acceptance. These results were also obtained in this practicum. If a student is going to be able to be successfully mainstreamed with his regular education peers,

it is important that they be accepted by their peers. Often it is their peers which act as a support at times of emotional difficulties. It is the opinion of the writer, that without this peer acceptance, and support, failure in the mainstream is almost inevitable. This opinion of the importance of peer acceptance has also been reported in the literature (Fantuzzo, Rohrbeck, & Hightower, 1989; Plienis, Hansen, & Ford, 1987; Schneider, & Yoshida, 1988). The results of this practicum demonstrate the importance of social skills training for both the teachers and the students. Obtained results support research that indicates the importance of social skills training in order to increase students' success in the mainstream.

Increasing the number of students receiving mainstream classes was the main objective in this practicum. According to baseline measures 14 students out of 27 received at least one mainstream class, at the conclusion of the practicum, 23 out of the 27 students had at least one mainstream class. Nine more students than anticipated were placed in a mainstream class which demonstrates an increase in students' placements of nearly 35%. In addition to increasing the number of students in the mainstream it was an objective of this practicum to increase the number of mainstream classes attended by the emotionally disabled students. This was achieved with the students attending an average of 1.8 mainstream classes being increased to an

average of 3.8 classes upon conclusion of the practicum.

The teachers were reinforced with supervisor and peer recognition by receiving a certificate of appreciation. The students were also rewarded by receiving certificates of commendation as well as parties for successfully maintaining and increasing the number of mainstream classes they attended. In addition, the students involved in the practicum received a significant amount of attention by both their teachers, administration, and the writer. Development of an incentive program in order to motivate both students' and teachers' progress (Azrin, Jamner, & Besalel, 1989) supports the results obtained in this practicum. In the study by Azrin, Jamner, & Besalel (1989) teachers were rewarded contingent upon the success of their students in learning acquisition. These techniques were found effective in motivating the teachers to increase the performance of their students.

This practicum utilized a peer tutoring model which paired regular education students with emotionally disabled students' placed in their respective classes. This student pairing allowed the emotionally disabled student the opportunity to learn through modeling appropriate social behaviors and obtain academic assistance when needed. In addition, the peer tutor was invited as a "buddy" to all special activities which the special education student participated in.

Peer tutoring for the mainstream student in order to assist the students in meeting the regular education academic requirements has been cited numerously in the literature (Beirne-Smith, 1991; Burstein, 1986; Fantuzzo & Clement, 1986; Pigott, Mercer, & Denti, 1989; Roberts, Pratt, Leach, 1991; Semmel, 1980). Pairing the emotionally disabled student with a same-aged peer in order to help that student in their academic success is a valuable tool. In addition to the academic remediation provided by the peer, and the one-to-one attention, the emotionally disabled student is also exposed to a positive role model in which to learn positive social skills.

With the special education student being paired with a regular education student from their respective mainstream class, the added support and guidance appears to have had a positive effect. All the students who were placed in the mainstream were able to remain in their classes. Only five students were unable to receive additional mainstream classes. It is possible that the emotional problems of these five students were to severe to be remediated by this approach.

It should be noted that all 27 emotionally disabled students who participated in the practicum remained in their mainstream classes during the duration of the practicum regardless if the placement took place prior to or during practicum implementation. This success might have been

attributed to the assignment of peer tutors, the social skills training for the students and teacher training, improved teacher attitudes toward the mainstreaming, or the incentives which were delivered.

Regardless of which intervention was responsible for the observed success, this practicum was able to demonstrate its goal of not only increasing both the number of students in the mainstream, and the number of mainstream classes these students were able to attend, but also was able to maintain them in these classes.

Recommendations

As a result of this practicum several new procedures have been incorporated within the school district. A consultation model has been introduced with the special education teachers consulting with regular education teachers in order to assist them with their mainstream students. It is recommended that special education teachers should be provided with inservice training in the consultative model so that these consultative visits would have more of an impact on the mainstreaming effort.

There appears to be a revival in the interest in social skills training as a result of the inservice training in social skills. Regular and special education teachers are requesting this instruction. The apparent success of the training has gained the interest of many teachers as well as

administrators. The social skills groups have been expanded to regular education setting in order to assist the teachers in coping with problems behaviors. This expansion towards the regular education student population should continue.

Therefore, recommendations include: (a) a more widely based inservice training of both regular and special education teachers in social skills training as well as the peer-tutoring model; (b) more wide spread use of the circle-time social skills group for both special and regular education students; and (c) greater cooperation and integration between the special and regular education programs.

Dissemination

The results of this practicum will be discussed with the administrators of both the special and regular education departments. The circle-time program will be shared with a greater number of teachers to facilitate its implementation. Other program specialists from neighboring counties will be contacted and offered the Cooperative Model program for implementation in their respective counties. The writer plans to write articles based on the practicum and to submit them for publication.

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APPENDIX A

BEHAVIOR TRAINING CHECKLIST

BEHAVIOR TRAINING CHECKLIST

	Classroom Behavior	Yes	No
1.	Teacher used praise to reinforce in-seat behavior	___	___
2.	Teacher used praise to reinforce on-task behavior	___	___
3.	Teacher reinforced hand-raising behavior	___	___
4.	Teacher reinforced information-seeking questions	___	___
5.	Teacher used descriptive praise to describe positive behaviors	___	___
6.	Teacher encourages positive peer interaction	___	___
7.	Teacher gives positive feedback to students	___	___
8.	Teacher responds to students frustration prior to escalation	___	___
9.	Teacher promotes independent task completion	___	___
10.	Teacher praises student for successful work	___	___
	Total	_____	_____

Total yes ____ /10 = _____

APPENDIX B

MAINSTREAM MONITOR FORM

MAINSTREAM PLACEMENT FORM

MAINSTREAM MONITOR FORM

MAINSTREAM PLACEMENT FORM

Student # -	# of Min.(Pre) - Placement	# of Min. (Post) - Termination	Change (+/-) Placement

APPENDIX C

TEACHER/STUDENT ATTITUDE SURVEY

TEACHER/STUDENT ATTITUDE SURVEY

Please rate each of the questions below as best to your ability. Rate the behavior on a scale from 1 to 5. One denotes that the behavior was either absent or poorly performed and 5 denotes that the behavior was performed exceptionally well. Please circle the 5 most significant items' numbers which affect your classroom.

	Teacher Attitude	Rating
1.	The mainstream student's behavior was appropriate	1 2 3 4 5
2.	The student was able to perform their assignments just as their regular education peers.	1 2 3 4 5
3.	The student didn't require any additional assistance	1 2 3 4 5
4.	The student complied with the regular classroom rules	1 2 3 4 5
5.	The student could be trusted during non-structured activities.	1 2 3 4 5
6.	Student could be trusted or counted on to act properly during times with a substitute teacher.	1 2 3 4 5
7.	Student followed direction upon initial request.	1 2 3 4 5
8.	Student is able to participate within small group setting.	1 2 3 4 5
9.	Student was not an extra burden in relation to time	1 2 3 4 5
10.	Student's placement did not require a significant amount of additional paper work	1 2 3 4 5
11.	Student did not require a significant amount of extra time in order to attend child-study team meetings or parent conferences.	1 2 3 4 5
12.	Student appeared to get along with his classmates	1 2 3 4 5
13.	You received adequate technical assistance by the Special Education Department.	1 2 3 4 5
14.	Student came prepared with all necessary materials into the class.	1 2 3 4 5
15.	The student was able to be grouped with other peers for either reading, math, etc.	1 2 3 4 5

16. You were consulted during the initial placement of the student. 1 2 3 4 5

17. Assistance was given during the initial placement of the student in regarding to academic levels. 1 2 3 4 5

18. Assistance was given by the administration for the acceptance of the special education student. 1 2 3 4 5

19. Parents of the mainstream student were cooperative. 1 2 3 4 5

20. Special education teacher consulted with the teacher on a regular basis. 1 2 3 4 5

Total Score _____ /100

Percent Score = _____%

APPENDIX D
MAINSTREAM SOCIAL SKILLS COMPETENCY CHECKLIST

MAINSTREAM SOCIAL SKILLS COMPETENCY CHECKLIST

	Student's Behavior	Yes	No
1.	Student is able to accept criticism	__	__
2.	Student is able to work independently	__	__
3.	Student is able to interact with peers positively	__	__
4.	Student appears to be accepted by peers	__	__
5.	Student requests assistance from his teacher by raising his hand.	__	__
6.	Student is patient and able to wait for teacher assistance.	__	__
7.	Student thanks teacher for his/her assistance.	__	__
8.	Student volunteers to perform classroom chores.	__	__
9.	Student is selected to assist teacher.	__	__
10.	Student is selected by peers in small group activities.	__	__
11.	Student is polite to teacher/peers when making a request.	__	__
12.	Student uses social reinforcement to peers/teacher. (smiles, eye contact)	__	__
13.	Student volunteers to assist peers in need of help	__	__
14.	Student is able to remain in his seat.	__	__
15.	Student is able to remain on task 80% of the time.	__	__

Total Score _____/15
Percent Score _____%

APPENDIX E
BEHAVIOR MANAGEMENT TRAINING PACKAGE

C I R C L E T I M E

A S O C I A L S K I L L S

T R A I N I N G G R O U P

Created by:
Jacques P. Jamner

SOCIAL SKILLS GROUP
CIRCLE TIME

Introduction:

Circle time is designed to teach social skills to students in a non-threatening manner. Practicing the skills in a real life situation enables the students to practice and learn more effectively. The concept of "group" has been proven effective as a means of teaching skills to both children and adults. The group concept allows children to learn and practice skills which would be difficult in real life situations. The focus of group is that of learning skills within a safe and positive environment. The students are able to practice, receive feedback and learn through the modeling of their peers. This program is designed for both elementary and secondary school-aged children

The following are skills which will be taught within the Social Skills Group:

Skills:	Self-esteem building	Cooperative play
	Frustration tolerance	Temper control
	Listening skills	Assertiveness training
	Accepting criticism	Self-concept
	Self reliance	Team building
	Group cooperation	Leadership skills
	Getting along with others (feeling/possessions)	Sharing
	Stress Management	Relaxation training

Each of the targeted skills will be taught through the use of specific group activities. Each activity has its own set of objectives with a specified task accomplished. These skills have been selected since they all are skills which are important for student success.

Staff Requirement:	One Group Leader and one or more Co-facilitator(s)
Time allotment:	Each group will last approximately 45 minutes.
Materials required:	Circle Teddy, markers, paper, (as needed) and ball
Group Organization:	The group will have three major components: Group Opening; Activity time; and Closing Circle

Group Opening: The students will introduce themselves and state how they feel, Circle Teddy will be introduced, the group rules will be instructed.

Activity Time: Each group will consist of from one (1) to five (5) separate activities which will reflect specific skills. The type of skills practiced will determine the length of time required during each group.
Every student will participate in each activity dependent upon the length of the activity.

Closing Circle: The students will be instructed to say goodbye to the other participants and to Circle Teddy. Secondary students will just say goodbye to each other.

Group Rules:

1) You can only talk if you have the Circle Teddy.

2) If a student wants to let another student talk he/she must pass the Teddy to that student via the other student.

3) If a student is disruptive he/she will be asked to leave the group for 5 minutes.

4) If the facilitator or co-facilitator raises two fingers in the air, the students are to be quiet.

Group Format:

Step I - Facilitator will be announced by the classroom teacher, explaining that a fun activity will be given.

Step II - Facilitator will explain to the students about circle time. The class will be asked by a show of hands if anyone knows what circle time is.
Two or three students will be called upon to answer the question.

Step III -Students will be asked to form a large circle in the middle of the room quietly.

Step IV - The teacher will be invited to join the group facing opposite the facilitator in the circle.

Step V - The facilitator will introduce "Circle Teddy" to the elementary school-aged students. A baseball will be used for the middle school students.

Step VI- Group rules will be explained:

1) You can only talk if you have the Circle Teddy. or the baseball.

2) If a student wants to let another student talk he/she must pass the Teddy or the baseball to that student via the other student.

3) If a student is disruptive he/she will be asked to leave the group for 5 minutes. The student will be asked to sit either by his desk or at a pre-determined location in the classroom.

4) If a student is sharing no student is to laugh at that student. If he/she does, that student will be removed from the group for 5 minutes.

5) If the facilitator raises two fingers, the group is to be quiet.

Step VII- The student will be instructed that we will play several games and they must be good listeners so that they know what they should do.

Step VIII-Goodbye Circle - The elementary school-aged students will be asked to say goodbye one at a time to Circle Teddy by passing him around and giving him a hug, a kiss, a pat, or a handshake. The student passing Teddy will hold him while the other student says goodbye. Then the student saying goodbye holds it for the adjoining student to say goodbye. The middle school-aged students were asked to say good-bye to each other and the facilitators.

Step IX - The students will be informed that they did a nice job with the group. The teacher will be thanked for allowing the facilitator to perform the group. The students will be instructed to go back toy their seats quietly.

ACTIVITY GROUPS

Activity # 1 - Copy Cat/ Funny Cat! (Group cooperation)

One student will be given Circle Teddy and instructed to make a motion or gesture. The facilitator will model several gestures which might be used. Students are told this exercise is to be done without talking in silence.

Examples: clapping, hand roll, finger tapping, pointing to a body part.

Once every one has imitated that motion, Teddy is then passed to the adjoining student, with this student creating his own motion. This exercise is concluded when everyone has a turn.

Activity # 2 - If I could be any Animal I would be ___! (self-esteem)

One student will be given Circle Teddy and instructed that you may only talk when you have the Teddy in your hands. The student with the Teddy will then pass it to the student of his/her choice. This will be done by the student leaving the circle and giving the Teddy to that student. The students will be instructed that all students should have a chance. This exercise is concluded when all students told the group what animal he/she would like to be any why.

Activity # 3 - Pass a touch! (Sharing)

Students will be instructed to choose a good touch and to pass that touch along with Circle Teddy. The touch will be passed to the adjoining student. This exercise will be

completed when all students have had an opportunity to pass a touch.

Examples: one finger tap on the shoulder, drawing a circle on the back, tap on the head, finger touch nose, toes, knee.

Activity # 4 - Pass the Teddy! (Sharing)

Students will be instructed to pass the Teddy across the circle, gently... to a partner facing opposite them. They have to make sure that everyone has a turn and that Teddy does not fall. If Teddy falls, both the tosser and the catcher both must leave the circle. The exercise is concluded when Teddy is touched by everyone in the group.

Activity # 5 - I like you because ___! (Team building)

Students will be instructed to say something nice about the person next to them while passing Circle Teddy. The student is to face that student, make eye contact with them and while both are holding Teddy say something nice about them. The student is only required to say one nice thing. If a student is rude, that student is asked to leave the group.

Activity # 6 - I get mad when ____! (Temper Control)

Students will be instructed one at a time to discuss a situation that made them upset. That student will state what they did or how they acted. The group will be asked to share how they would have acted. The student sharing his story will then give the Circle Teddy to another student who raises his hand to share what he or she would have done in that situation. The exercise will conclude when all students have had an opportunity to share their experience.

Activity # 7 - Aladdin's Lamp (Group cooperation)

Students will be told, "You are walking on a beach when all of a sudden you see a shiny lamp. You pick up the lamp and

begin to rub it. Suddenly, a big puff of smoke comes out of the lamp and a genie appears. The genie says, "I am yours to command, you have but to ask. You may have any three wishes". The students will be asked to choose three wishes that they have and explain why they chose them. Circle Teddy is the genie. The group must come up with three wishes as a group out of all the wishes requested.

Activity # 8 - There's a Monster under my bed! (self-reliance)

The students will be asked to share a time when they were really scared or afraid. The student will share what happened and what they did about it. Every student will have an opportunity to share their scary experience. The other members of the group will be asked to share what they might have done it that specific circumstance. Students will be asked to raise their hands in order to be recognized.

Activity # 9- I feel Happy when _____! (Relaxation- step I)

The students will be asked to share a time, place, and with whom when they really felt the happiest. The students will be asked one at a time to talk about a time or experience that they remember which really made them happy. Each student will be asked to share that one very special time with the group.

Activity #10 - I Get real frustrated when _____! (Relaxation)

The students will be asked to share something that gets them really frustrated or angry. After each student has shared with one sentence that situation, the students will be instructed first to think about how mad they were for a few seconds. Then the students will be instructed to close their eyes, and count to ten while thinking about the time they were really happy. After they quietly counted to ten, the students, should all take a deep breath and then open their eyes. This exercise is concluded when everyone has their eyes open.

Activity # 11 - The Cat and the Mouse (Cooperative Play)

The students will be asked to stand and form a circle. Then the students will be asked to interlock elbows in groups of two or three allowing breaks in the circle. One student will be chosen to be the mouse the other the cat. In exercise A, the cat cannot go inside the circle but must chase the mouse around the circle. In exercise B, the cat is allowed to go through the breaks in the circle. The only problem! The circle can change holes at any time. The students in the circle are allowed to disconnect from one partner and connect to another at any time. Only one change is allowed at a time. The game concludes after several students have had a turn playing either the mouse or the cat. The facilitator will signal to the students when it is time to close and re-open the circle. Once the cat has caught the mouse, then the mouse becomes the cat and the cat becomes the mouse.

Activity # 12 - Hide and Sneak (Self-concept)

Each student will be asked to take a piece of paper and attach by tape a piece of string to two corners of that sheet. The string should be long enough so that they can slip it over each of their heads. The sheet should be placed so that it rests against their backs. Half the group will be ask to face the outside of the circle (every other student) with the other half going inside the circle.The students inside the circle will be given a marker. The students inside the circle will be instructed to choose a student and write a nice message to that student on the sheet of paper. The students sitting in the circle will be instructed not to turn around. They will not be allowed to see who is writing on their back. They will be told to close their eyes to make sure this is accomplished. When every student or sneak has finished, then they are to return to their spot in the circle. When the circle is complete again then the students facing outward will be instructed to turn around. The students will be asked to take the paper from their neck and read them one at a time to the group. This exercise will be repeated so that the other half or the group also has a chance.

Activity # 13 - I don't like it when you____! (Accepting Criticism)

Each student one at a time by raising their hand will be asked to tell someone in the group something about them that they don't like. (ie. I don't like it when you cheat, call me names, lie, hit me, etc). The student that is delivering the comment gives the Circle Teddy to the student that is receiving the comment. The student that is now holding the Teddy should state, I'm sorry I'll try not to do that to you. That student now can either pass a comment or the Teddy to another student.

Activity # 14 - Pretzel Unmaker

The students will be broken into two groups (every other student). The groups will be named the "Tiger Group" and the "Lion Group". One group will be ask to stand and form a close tight circle facing each other. They are to hold the hand of a student in front of them, so that every student is either holding someone's hand or has his hand held by another student. The object of the task is for the students to untangle each other so that they now form a large circle. The students are allowed to help each other by talking to each other but the hands must never come apart. One of the groups facilitators are to be part of the group. Once the large circle is complete then they are to sit back in the circle with the other students trying the same exercise. The winner is the group that accomplishes the task.

Activity # 15 - Can We Be Friends

Two students in the group will pair off with one student asking the other if he or she would be his or her friend. The students will meet in the center of the circle and practice the act of meeting and making new friends. The other student will do the same thing.

Activity # 16 - Resisting Peer Pressure

The students were given a situation where one student was to roleplay a drug pusher with the other students being a potential buyer. The potential buyer was required to determine ways of resisting the peer pressure to buy the drug. The drug pusher was required to try to convert the non-user into a user.

Activity # 17 - Ignoring Insults

The students were asked to roleplay a situation where one student was in the position to make fun of another student because they are in an emotionally disabled classroom. The other student was required to ignore the insults and attempt to leave the negative situation without incident.

Activity # 18 - Requesting Help

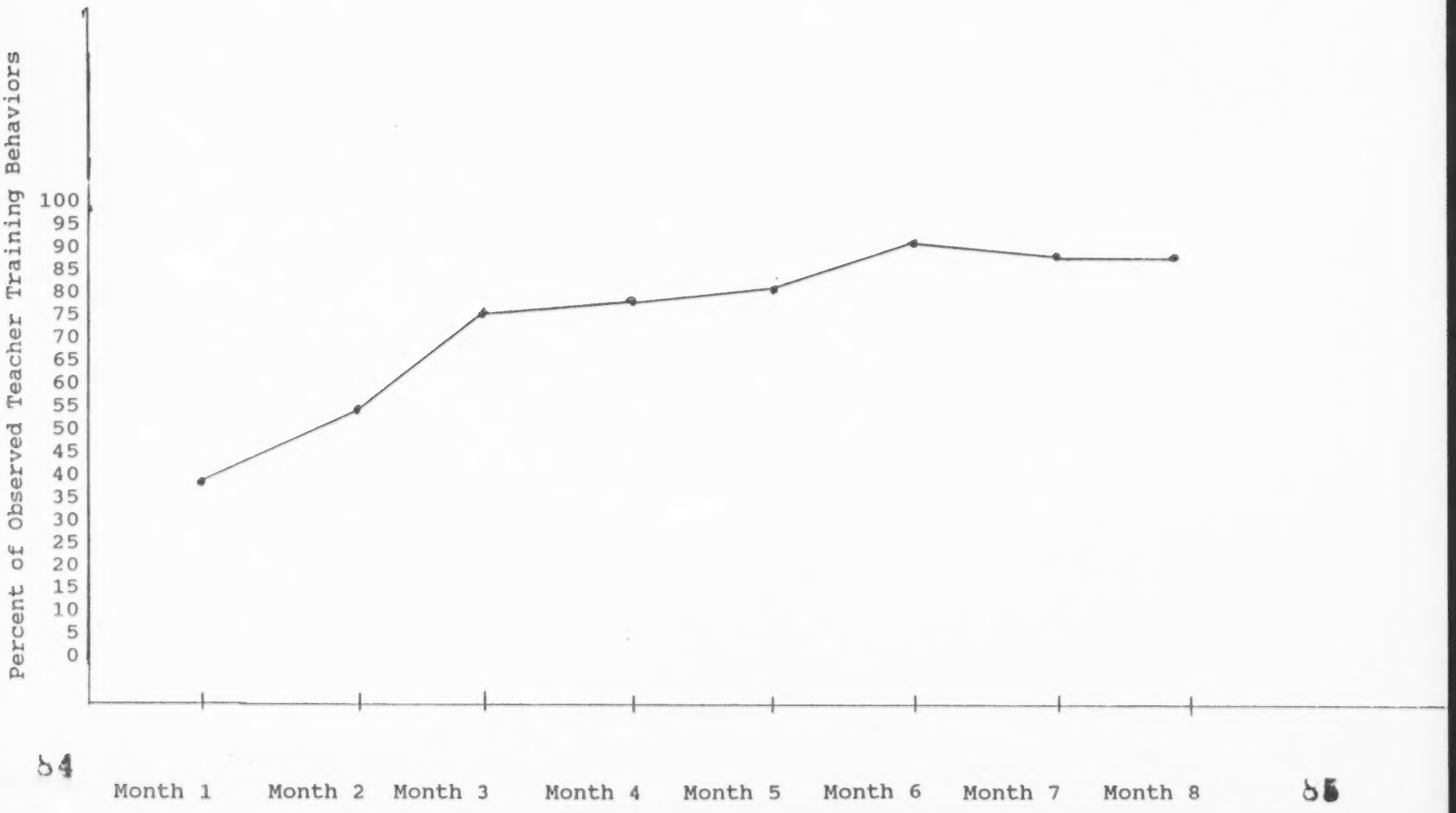
The students were asked as a group to roleplay a classroom setting where one student played a teacher and the other participants played the students. One student was then designated to have a problem with an assignment which was frustrating, and request assistance. The students were requested to determine different methods of asking for assistance as well as coping with the frustration.

Activity # 19 - Reinforcing the Teacher

The students were asked to roleplay both a student and a teacher. One student roleplayed a situation where he/she was asking for assistance from the teacher. The student was instructed to both praise and thank the teacher for the assistance. Various scenarios would be created with various types of praise practiced.

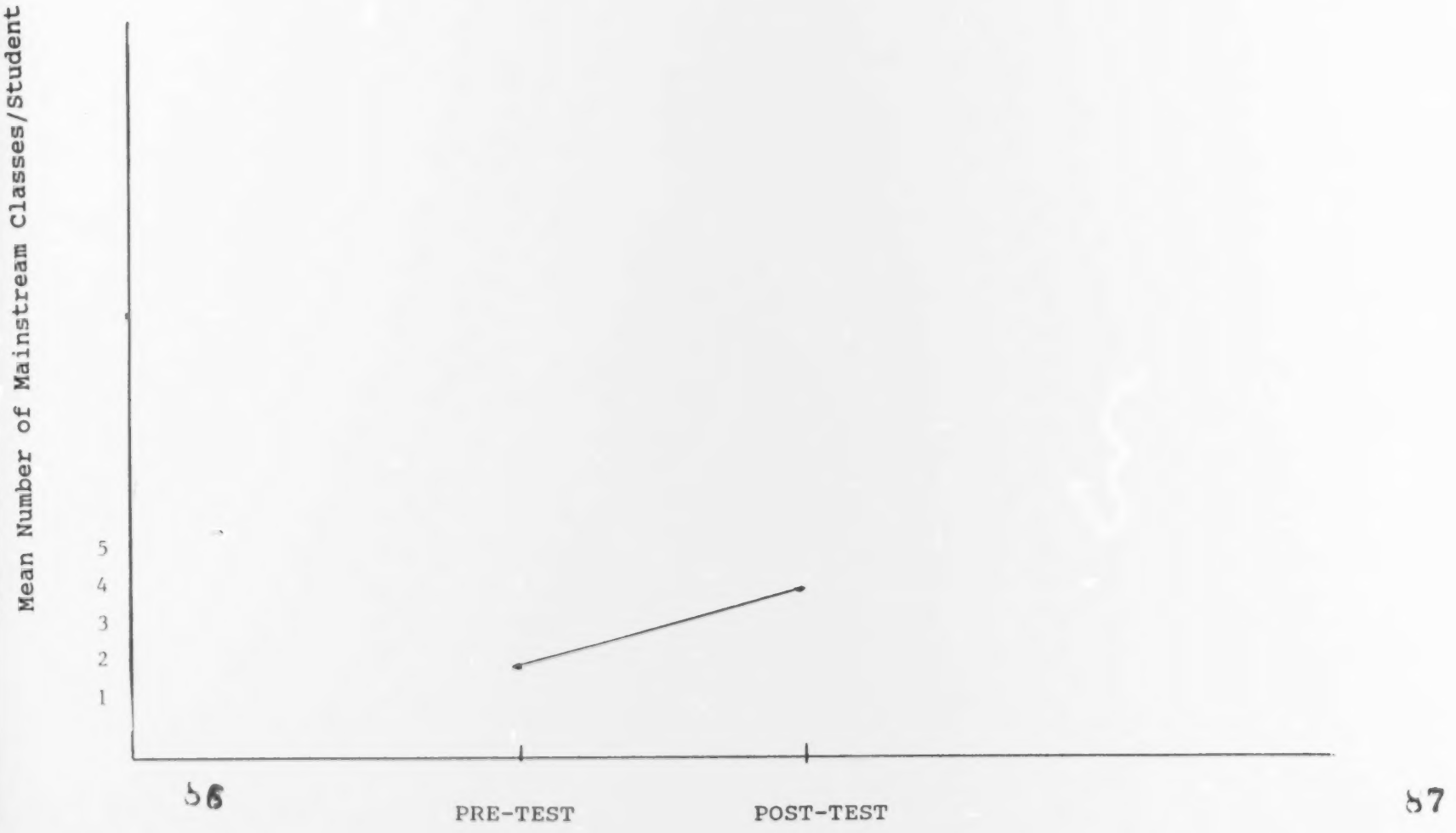
TEACHER BEHAVIOR TRAINING PERFORMANCE

FIGURE 1



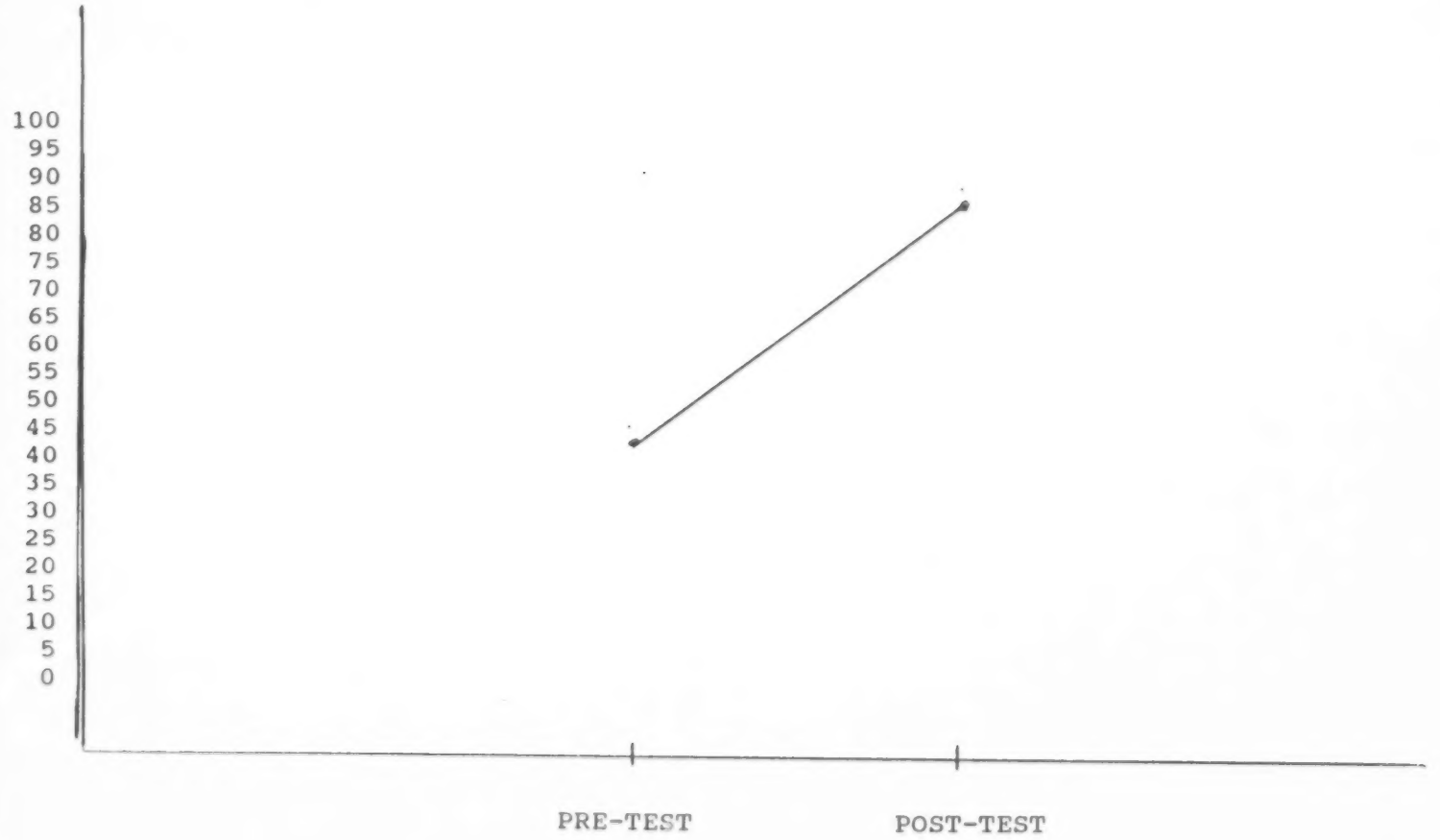
MAINSTREAM CLASS PROGRESS

FIGURE 2



TEACHER/STUDENT ATTITUDE

FIGURE 3



SOCIAL SKILLS COMPETENCY

FIGURE 4